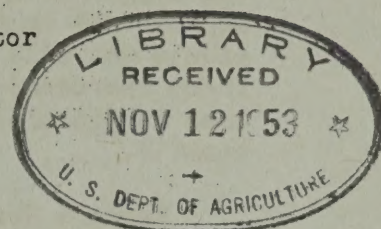


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TODAY'S HOME BUILDS TOMORROW'S WORLD*

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It is a pleasure to be with you this morning at your Home Economics State Leaders' Breakfast. I feel very comfortably at home in a group of 4-H people. For several years I devoted my entire attention in extension work to the 4-H Club program, and since that time I have been in close touch with it in our State, and have followed its development.

I feel quite inadequate to discuss 4-H Club work with you-- you are directly doing it while I in the main only observe. I owe my being here to the fact that during the past year, it has been my privilege to serve on the Extension Committee on Organization and Policy, and a few months ago to have been appointed on the Extension Subcommittee on 4-H Club Work. The Committee on Organization and Policy, as all of you probably know, is made up of eight extension directors-- two from each of the four regions-- and four home demonstration leaders-- one from each of the four regions-- with Director M. L. Wilson as an ex officio member. The committee meets about four times a year, and it is an educational experience to a minor member like me to hear its discussions. Its function is defined in its name.

I rather think you would be surprised and very much gratified to know the large amount of time that is given to consideration of the 4-H Club program, and its activities and relationships. Special features of 4-H Club work, or the general place 4-H Club work occupies in the entire extension program, find consideration in many discussions. In fact, surprisingly few policy matters come up for discussion in the committee that do not call for some mention of 4-H Club work.

The subcommittee on 4-H Club work, of course, gives its entire time to consideration of 4-H Club work. The subcommittee is composed of two extension directors, two State 4-H Club leaders, and two State 4-H leaders in home economics, two members of the Federal staff, and one State home demonstration leader. Miss Warren, among her many activities, has served as the secretary of the 4-H subcommittee. The secretaryship has now been passed on to another member of the committee, but Miss Warren will still keep in close touch with its discussions, and the committee, in turn, will continue to enjoy the benefit of her wide experience and fine judgment.

*Presented at the meeting of 4-H Home Economics Leaders, December 4, 1947, at National 4-H Club Congress, Chicago, Ill.

For my little discussion with you this morning, I have chosen the title, "Today's Home Builds Tomorrow's World." You all recognize this as the slogan of National Home Demonstration Week, but it seems particularly appropriate to your youth program. You are directly concerned with the people who will build tomorrow's world. In fact, one might say, this theme represents the philosophy of the entire extension program, since the home is the ultimate product that all extension programs are designed to benefit.

Herbert Hoover has said, "The unit of American life is the family and the home. It is the economic unit as well as the spiritual unit, but it is more than this. It is the beginning of self-government. It is the theme of our highest ideals. It is the source of the spiritual energy of our people." One of the principles peculiar to 4-H Club work among youth organizations (and I believe one of the chief sources of its strength and appeal) is that it is home-centered. It benefits the home as it benefits the 4-H member in the home-- not indirectly or in the future entirely-- but directly and immediately.

You State leaders in home economics are the group who chiefly and most directly represent this principle of centering in and benefiting the home. I should like to mention and emphasize the importance of what you do beyond the defined and tangible responsibilities of your job-- the intangible values which are implicit in your responsibilities as home economists, and through which you make 4-H Club work fulfil its utmost possibilities in the lives and homes of its members and leaders. I know you feel these responsibilities, but I hope there can be more home-economics-trained leaders or in some way more emphasis can be placed upon these values in the homes of 4-H members.

Home economics implies something above and beyond projects. I sometimes wonder if 4-H boys and leaders in agricultural phases benefit as much as they should, as 4-H participants, from what you as home economists have to offer. It seems to me that the home economists in the 4-H program are sometimes kept so busy with project work, which is chiefly with girls, that the wealth of intangible values which you are qualified to give to the entire program is not as far reaching as it should be.

One of our home-economics teachers at home listed 12 values of home-making which I think have direct implications for 4-H Club work and for all boys and girls and leaders engaged in 4-H Club work:

- The worth of broad knowledge and discriminating tastes.
- The art of being happy and making others happy.
- The exhilaration of growth and development.
- The power of understanding and kindness.
- The joy of good health--physical, mental, spiritual.
- The strength from utilizing modern resources in science, art, and ethics.

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The appreciation of the good and the beautiful in the everyday things of life.

The satisfaction from work well done.

The respect for labor with one's hands.

The wisdom of being economically sound.

The pleasure of living, loving, and working.

The benedictions of home and security and peace.

I know you are reflecting such values and I believe the growth of club work and the spread of public understanding of it give opportunity for making these intangible values still more effective.

There is a second point which I would like to bring to your attention. It has to do with our feeling or responsibility (as professional leaders in 4-H work) about to whom we owe the benefits of growth and development. One of the concrete objectives of agricultural extension service listed by Dr. C. B. Smith in his statement, What Agricultural Extension Is, is "To place opportunity before rural people whereby they may develop all their native talents through work, recreation, social life, leadership." And another, "To build a rural citizenry, proud of its occupation, independent in its thinking, constructive in its outlook, capable, efficient, self-reliant, with a love of home and country, in its heart." As club leaders we owe such opportunity insofar as we have dealings with them to leaders and parents as well as to the boys and girls who are members of the clubs. The leaders have a right to expect from us the opportunity for growth and development.

We ask 4-H leaders to assume a heavy responsibility. We ask them to serve really as teachers. We know that teaching requires much more than skills and a knowledge of subject matter. I wonder if we could not make local leaders' training more adequate to their responsibilities and richer and more satisfying to themselves personally.

Doctor George F. Zook, president of the American Council on Education, and chairman of the President's Commission on Higher Education, recently said in an address before the Land-Grant College Association that there is a great pent-up demand for adult education, which must be met. 4-H Club work, with its great army of 4-H leaders, has, it seems to me, a serious challenge to meet its part of this demand in such a way that the service of these leaders may prove more rewarding to them. In turn, the personal development of the leader would be reflected in a superior type of leadership.

Doctor Zook listed some ways in which the faculties of our institutions of higher learning should be improved. Because these have implications for 4-H faculties (our local leaders) I shall list them:

- (1) A teacher should know psychology.
- (2) A teacher should know the psychology of his time.
- (3) A teacher should personalize instruction.
- (4) A teacher should have positive character. He should have a rich philosophy of life.
- (5) A teacher should know the objectives and problems in the system he represents.

The first five of these, as applied to 4-H leaders, may be suggestions for placing greater emphasis upon Dr. Zook's sixth factor: A teacher must continue to grow. 4-H Club leaders need to continue to grow. A leader ceases to be a leader when he ceases to go forward. I believe it is fair to state that nothing we could do as professional people could make a greater contribution to the quality and growth of 4-H Club work than to improve and enrich our leader-training program.

I believe that without any more staff than we now have, we could greatly improve the opportunities for local leaders. We could do much more to help each leader to explore new and interesting areas of learning and thought. To mention only one or two subjects of interest and value to all leaders, we could help them constantly to develop skills in human relationships and organization and a more satisfying philosophy of life. Such things would be rewarding to the leader personally, and enable him to render a richer service.

Home economists are well qualified to take an important part in organizing a program on a broader educational basis that would contribute to enriching the influence of 4-H Club work in home and community. I think you face a challenge in this. As we study the Kepner report and recent extension legislation we are convinced that all Extension faces a new challenge to broaden the scope of its program as appropriate to the needs of rural people today.

May this greatest of all youth organizations, the 4-H Clubs, continue to "make the best better," and may its home economists make their full contribution toward realizing the full potentialities of its home-centered principles, and may its local leaders go forward to richer and more rewarding service to their communities. "Today's homes build tomorrow's world." May it be a world of health and growth and understanding and peace.

